**K-5ELA Lesson Plan**

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| **Teacher:** | | **Grade: 3** | | | **Date(s)**: Day 1-7 |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How do readers use text evidence to help answers?**  **What are the classroom rules for discussions?**  **How do I write for a specific purpose?**  **What strategies can I use to determine the meaning of an unknown word?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher selected read aloud: *How I spent my summer vacation.***  **Graphic Organizer**  **Anchor Chart-Titled Text evidence**  **Reading A-Z: How we get Energy pocket book**  **Reading A-Z comprehension quiz and discussion cards.**  **Science & Reading Street Textbook**  **Common Core clinic** | | | | **Textual evidence**  **Claim**  **Text feature**  **Character**  **Character trait**  **Main idea**  **Supporting details** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Fiction Reading**  **Standards: RL.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **PE.K.PR.4.1** Use basic strategies and concepts for working cooperatively in group settings.  **3.C.1.2** Apply appropriate volume and variation in pitch, rate, and tone to express character.  **3.C.2.1** Use improvisation to present a variety of simple stories or situations.  **3.SI.1.1** Classify various types of resources as appropriate or inappropriate for purposes.  **3.SI.1.2** Classify resources as reliable or not reliable.  **3.IN.1.1** Use visual and literacy cues to locate relevant information in a given text (e.g., bold print, italics, bullets, etc.)  **3.IN.1.2** Compare the characteristics of genres to develop diverse reading habits.  **3.TT.1.1** Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.)  **3.TT.1.2** Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recordings, online collaboration tools, etc.).  **3.TT.1.3** Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).  **3.RP.1.1** Implement a research process by collaborating effectively with other students.  **I Can Statement(s):** I can answer questions referring to the text for my claim.  **Instructional Plan: APK-** Throw the beach ball and have students answer questions to retell the story, How I Spent My Summer Vacation.  **Anchor Chart/Vocab.- claim, imaginary, textual evidence, realistic, fantasy, fiction**  **Model-** Show students the graphic organizer and model finding details about Wallace Bleff. Say, “I want to make a claim about Wallace Bleff- my claim is that he is imaginative.” Now I need to find details in the text to support my claim. Can I find information that answers the question “Is he imaginative?” The purpose for us reading today is to find details that support the claim. **Share-** As the teacher reads, have students raise their hands when they hear something that sounds imaginary. Discuss if the text evidence is supporting the claim. Model/Share writing on the graphic organizer. **Guided Practice-** Have students turn to page 13 in their textbooks. Tell students, they are going to make a claim about this story. Is the story realistic fiction or fantasy. Read story Pecos Bill and the Tornado with a partner. While partners are reading the selection, pass out the graphic organizer. Once they have finished reading, have them make a claim about the text. Teacher will check they have made a claim and written it in the proper space on the graphic organizer before having them find the evidence. **Independent-** Students will write on a sticky note how they proved their claim…Tell me how you know the story was realistic or fantasy? **Closure-** Students will share what they have written about the text evidence that was found and how they proved their claim.  **Non Fiction Reading**  **Standards: RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **I Can Statement(s):** I can answer questions referring to the text for my claim.  **Add to Anchor chart from previous day-title, subtitle, illustration, bold print, subheadings, diagrams, italics, map, graphs, caption**  **Lesson 2-What are text features?**  **Instructional Plan: APK-**Students will look at books in a table group to locate similarities and differences across fiction and non-fiction text. **Model**-We will then introduce anchor chart words. Teacher models with C28-34. **Guided**-Students will scavenger hunt specific pages (A24-33) in the science text book to report out their findings.  **Lesson 3-How can I answer questions referring to the text?**  **Instructional Plan: APK-** Students will become the energy. Teacher will hand out index cards with various home energy consuming items – oven, computer, tv, lights, frig. Microwave, ect. Teacher will tell story about use of energy at home, as she names items, student begins to run until she cuts the item off. Discuss how much energy would be used and how we could have reduced the energy. **Model-**If I am reading for information to answer the questions “How do I conserve energy?” I wouldn’t need to read the whole informational text. What text feature could I use to direct me to the specific pages that answers the questions how do I conserve energy? We could use the table of contents or the index. Model how to use those. **Shared**-Hand out graphic organizer from day 1 and discuss with students what the claim would be…I can conserve energy. **Guided**- Students will locate supporting details to support their claim from the text, write those on the graphic organizer stating which text feature they used. **Ind.-** Students will complete comprehension quiz and two discussion questions (evaluate and create).  **Lesson 4- What are examples of text features?**  **APK-** Students will watch brainpopjr. video on text features.  **Model-** Teacher will model finding a subtitle in science book pages C28- C34 and completing the section of the graphic organizer that matches the text feature found. **Guided-** Students will race to see who can locate another subtitle first. Teacher will check for accuracy and students will record their findings. Ask students what else they notice about the subtitles. **Shared-** Students will work with their table team to complete three text feature elements on the organizer within one row. Once the row is completed- students will work **independently** to finish the organizer. **Closure**-What have you learned from the text features in this passage. What are the purposes of the text features.  **Lesson 5**  **Instructional Plan**  **APK-** Teacher will bring in a bottle of water and ask what you would do if this is all the water you have for the day. Students will have time to brainstorm ways to use the water effectively and make a decision **Model-** Using Where We Get Energy teacher will guide students in selecting topics that are of interest to them from the table of contents. Teacher will model reading and selecting the most important ideas (main idea) from the chapter and writing it on the book template. **Share-** We will read the next chapter chosen chorally and students will have time to brainstorm what they believe is the most important idea. We will add this to the book template. **Guided-** Students will read the last chapter with a partner and decide together what the main idea is. The teacher will check student work. **Ind.-**Students will then make a nonfiction book independently from their research about water from their science textbook C28-C34. | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared  Guided Practice   * Independent | **Writing**  **Lesson 1**  **Standards:** **W.3.10**.- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):** I can write for specific reasons.  **Instructional Plan: APK-** If we read a book titled How I Spent My Summer Vacation, think about what your chapters/subtitles would tell us about your summer. Think for a moment, pair, and share.  **Model-**You are going to write a personal narrative titled How I Spent My Summer Vacation, focusing on a small moment, developing your beginning, middle, and end and developing supporting details. Teacher will share exemplars for writing expectations and rubric for grading. **Independent-** Students will write a personal narrative on how they spent their summer vacation. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:** **L.3.4**.- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **I Can Statement(s):** I can determine the meaning of unknown words choosing from a range of strategies.  **Instructional Plan: APK-** What do you do when you come to a word that you don’t know? Children will be given various strategies on sticky notes or index cards. Teacher will share with kids a passage/paragraph while fumbling over words…”hey kids I need your help” How can I fix this up, my mistakes? Kids will then need to read and explain the card they have by demonstrating it to the class and teacher. Teacher will thank all kids and reread using strategy. **Model-** When I come to a word that I don’t know, I can use a variety of strategies. Today we are going to talk about using **context clues** and **picture cues** to figure out the meaning of the word**.**  Wrangler  Stampede  matador  imagination  plains  Lesson 3 Non-fiction Reading A-Z  **Standards: L.3.4**.- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **I Can Statement(s):** I can determine the meaning of unknown words choosing from a range of strategies.  **Instructional Plan: APK-** What do you do when you come to a word that you don’t know? **Model-** When I come to a word that I don’t know, I can use a variety of strategies. Today we are going to talk about using **a glossary** to figure out the meaning of the word**.**  Generator  Solar cells  Electricity  Energy  Fuel | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Day 1**  **Standards: SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **I Can Statement(s):** I can engage in discussions on 3rd grade texts and topics.   * I can ask questions to make sure I understand the information. * I can follow all agreed upon rules during discussion. * I can carry out assigned roles during discussion.   **Instructional Plan:** Talk in partners about how they spent their summer vacation. Students will ask appropriate questions about the presenters writing sample. Spectator students will share their respect for peer by writing their comments or questions on sticky notes to ask once the presenter is finished. Students will “wave” their hands at any point they think the presenter is sharing a fantasy. Any student who waves their hand will be asked to argue why they have that opinion.  Class meeting to discuss how speaking and listening is going. | | | | |
| **Closing/Summarizing Strategy** | Students will share what they have written about the text evidence that was found and how they proved their claim. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Additional research on the topics being discussed, experiments, book club reading, articles**  **Students would keep a diary of their water usage over the weekend.** | | **Students will be able to work with a partner** | | | **Picture cards with definitions, real world technology videos, picture cues** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** pre-assessment for unit 1, spelling inventory, Dibels, After reading A-Z book, students will take comprehension quiz which will assess their ability to use text features. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*